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ABSTRACT

The Adult Armchair Education project (AAE) of the Opportunities Industrialization Center (OIC) in Philadelphia undertook instruction and skill development among the disadvantaged through learning groups in homes. Indigenous paid staff conducted direct, door-to-door recruitment. Classes, meeting once a week, 2 1/2 hours per session, for 10 weeks, concentrated on communication and computational skills, consumer education, minority group history, and community problems and solutions. The OIC curriculum department sometimes augmented by volunteers, gave additional support mainly through consultation and guidance. Instructional materials were designed, and group discussion was included, to promote maximum involvement and participation. Paraprofessional group leaders were trained as community volunteers and staff members in five leadership training sessions at selected homes. Special practical projects in such areas as consumer education and community problems were offered, backed up by staff followup visits and audiovisual presentations. A total of 80 homes and 1,179 trainees (892 actively attending) were enlisted. (A detailed evaluation appears, followed by data on participant characteristics, attendance, and motivation.) (LY)

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FINAL REPORT
Project No. 7 - 4426
Grant No. OEG - 2 - 7 - 00426 - 4426

# ADULT ARMCHAIR EDUCATION PROGRAM
# FINAL REPORT

June 1967 - March 1968

U. S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
Bureau of Research

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# S U M M A R Y

OIC's Adult Armchair Education Project was founded by the United States Office of Education during the period of June, 1967 - March, 1968. The following summary briefly highlights some of the major findings of the AAE Special Project:

1. We found that the hard core communities were highly receptive to home based AAE Learning groups. They generously volunteered their homes to be used as "learning centers" and readily gave personal services as hostesses and group leaders without compensation.

    a. Partly because of this, AAE was successful in surpassing its established quantitative objectives. A total of 80 homes with 892 trainees were places into operation during our three phases. A total of 1179 trainees were actually recruited during this period.

2. Indirect approaches to recruitment such as utilizing mass media did not prove as effective as personalized contacts by paid staff members drawn from the indigenous target population. The development of a paid indigenous recruitment staff has been found to be prerequisite for grass roots involvement. Only this type of recruitment succeeded in obtaining the necessary community commitment.

3. Our experiences in recruitment indicate that people in poverty areas have a concept of neighborhood that is severely limited, at times to a single block. Since the program operated within the people's homes, AAE was welcomed because it clearly demonstrated that it was for the "community" because it was in the neighborhood.

4. Although this limited concept of "neighborhood" initially aided AAE's involvement in the community, AAE's learning experiences tended to expand this concept considerably to include the greater community. Our experience' has shown that the introduction and encouragement of spin-off projects tended to widen the trainees' knowledge of the' broad spectrum of community agencies and resources that meet their needs. Spin-off projects proved to be an attractive outlet which afforded many of our students a meaningful "second step" involvement in AAE. Spin-off projects have provided an effective bridge between the Community and City-wide agencies.

5. Volunteer recruiters and referrals from outside groups, such as civic and fraternal organizations, proved disappointing, although "word of mouth" referrals from paid indigenous recruiters and hosts/ hostesses proved to be an important recruitment tool. The host and/ or hostesses was found to be a key element in reaching the target population. It was found that the composition of the participants of an AAE class frequently reflected the background of the host and/or hostesses. If the host and/or hostesses was from the target population, so was the entire class.

6. Because of the convenience, familiarity, and informality, the use of neighborhood homes overcame most of the major obstacles to grass-roots participation. Furthermore an openhouse policy was used. The decision to avoid traditional screening devices enhanced the quality of learning experiences because of the positive attitude and diversity of people attending AAE Learning groups. Our target population's participation was assured because of the neighborhoods selected.

7. We found that para-professional group leaders derived from community volunteers and other short term volunteer programs created the need for a continuing cycle of orientation and leadership instruction which proved to be a great drain on our limited resources. It would be more efficient to have a larger

paid para-professional staff of group leaders. The maximum value of community volunteers is possible when they are used to complement an existing instructional staff to provide the individual attention that is necessary.

8. The present AAE techniques have not provided the anticipated even balance of male and females. Special techniques have been developed and will be introduced to supplement our present recruitment methods to produce a more equitable portion of male participants.

9. AAE participants were given individual and group guidance sessions to insure the most appropriate course of continued education was chosen. Participants have been highly receptive to the counseling and referral services made available through their neighborhood AAE class, and approximately 72% of our participants requested such referrals.

10. Our experience with counseling and ABE classes suggests that an important criterion for attracting AAE participants lies in the desire for a job. For this reason many of our ABE referrals were attracted to the OIC vocational training program which combines skills training with ABE instruction, rather than isolated ABE programs. The prime requirement needed to maximize the effectivness of para-professional AAE group leaders lies in on-going professional support, supervision, guidance and reinforcement follow-up sessions.

# SECTION I

## INTRODUCTION

This final report is designed to provide an informative analysis of the findings uncovered during the operation of OIC's Adult Armchair Education (AAE) Special Project. The activities reported on cover the period from June 1967 to March 1968 which was funded under P.L. 89-750, Title III, Section 309 (b) through the Adult Education Branch of the United States Office of Education. The experiences and insight gained during this period has served to provide a concrete foundation upon which the continued development and growth of the AAE Program has rested. Even further, the operation of the AAE Special Project has demonstrated the workability of several innovative techniques which should prove of great value to a wide range of Adult Education Programs.

### 1.1 PROJECT BACKGROUND

The Adult Armchair Education (AAE) Program was initially conceived as a new technique for extending OIC's thrust deeper into the centers of Philadelphia's impoverished communities. AAE was intended to provide a direct response to certain critical problems which are of prime importance to the success of any Adult Education Program - namely, how can you attract, on a meaningful basis,the participation and involvement of people living in hard-core poverty neighborhoods?

AAE was specifically designed to reach those persons who have been reluctant to enter established programs of continued education and training. In this respect, the prime objective of OIC's Adult Armchair Education Project was to attract, motivate and prepare for training those people not being reached by OIC, the Board of Education or other existing Adult Education and Manpower Programs.

Implicit in this objective were a number of assumptions and hypotheses which could be subjected to experimentation under AAE's unique program design. The following assumptions, which were influential since the inception of our project, provide a relevant index to the scope of activities investigated during the period of this report:

a. OIC developed the AAE Program on the tacit assumption that the problems related to attracting hard-core participants do not reside in the people themselves (i.e. "not interested," "can't be motivated," "don't desire improvement," etc.) but rather in the inadequacy of outreach techniques currently employed by established programs. It was therefore, felt that the improved outreach techniques incorporated in AAE's design would result in meaningful participation among residents of poverty neighborhoods.

b. The use of neighborhood homes as the location for AAE learning groups would overcome some of the major obstacles preventing grassroots participation and involvement in programs. The establishment of classes directly in poverty homes should enable a learning enviroment which is convenient, familiar and informal. By taking education directly to the people, it was felt that larger numbers would be attracted to AAE classes as a "first-step" toward self-help and improvement.

1. It was assumed that community residents would consent to the use of their homes, on a voluntary basis, as sites for AAE classes. Participants of each home secured would be drawn from the immediate block.

2. It was anticipated that AAE would be able to develope classes where ever the need existed. As opposed to a limited number of centralized training and preparational centers, AAE's home based learning groups would be established on a decentralized basis. This capability would create the potential for reaching larger numbers of people, in any section of the city, in the convenient setting of the home.

c. In the process of attempting to reach our intended target population it was anticipated that a diverse range of interested participants would be attracted to AAE homes. It was felt that AAE should avoid the use of screening devices aimed at deselecting potential participants. The fact that learning groups would be established directly in poverty homes would ensure the participation of the unemployed and underemployed. Thus, AAE would attempt to "screen-in" all adults who reside in the poverty neighborhoods being recruited. The resultant diversity of interests and background would be -ssential to developing a broad based community involvement.

d. An essential premise around which the structure of AAE was developed lay in the belief that the objectives of Adult Armchair Education would be achieved through the nubleus of a small professional staff combined with a broader base of paraprofessional workers. It was assumed that most of the major funtions required in AAE's operation (i.e. instruction

recruitment, counseling, follow-up, etc.) could be performed by para-professional staff members under the supervision and guidance of our core staff. Of the 18 paid staff positions in AAE a total of 12 or 67% were filled by non-professional staff persons. In this respect, the innovative design of AAE placed major emphasis upon the utilization of para-professionals in order to fulfill its projected targets and objectives.

e. The ten week instructional experience was not designed to undertake traditionally oriented educational objectives (i.e. advancing each student from level X to level Y in Reading or Math). This type of concentrated ABE activity was anticipated as a potential "second step" for many of our AAE trainees. The real task of our home based AAE groups was rather to serve as a springboard which motivates and prepares our participants for enrollment in ontinued adult education and vocational training programs. The ten-week AAE learning experience was intended to complement rather than compete with the Adult Education classes of the School Board and other established programs.

These consideratons reflect some of the major presumptions and hypotheses which formed the underpinnings of the Adult Armchair Education Special Project. With these attitudes and ideas the following objectives were established as targets which our program would gear its planning:

a. AAE would operate its classes on the basis of four distinct ten week phases. *

b. Each phase of operation would seek to activate 15 homes located in low income neighborhoods to serve a total of 150 residents of our target population. Over a ten week period of time each home established was expected to maintain an average attendance of 8 - 10 trainees/class.

c. On a yearly basis, a total of 60 homes and approximately 600 trainees would be served through AAE classes. **

* Program changes later required that the number of phases be reduced to three active phases.

** With the change from four active phases to three, the total number of homes active would be 45 and the number of trainees 450.

d. AAE homes were designed to motivate people who are not receptive to formalized learning situations to re-enter a variety of adult education programs.

It was projected that better than 50% of our students would be motivated to continue their training upon completion of the initial ten week AAE classes through enrollment in the following activities:

1. Another phase of AAE classes which will provide additional training and motivation.

2. OIC and other vocational training programs designed to develope skills needed in the employment market.

3. Adult Education classes to be conducted in cooperation with the Philadelphia Board of Education.

4. Short-term vocational training and job placements through referrals to the newly established Concentrated Employment Program (CEP).

e. AAE homes would increase trainee awareness and involvement in constructive solutions to neighborhood problems through direct participation in a range of specific and self-determined community projects.

f. AAE homes would provide a vehicle for channeling the leadership potential which we discover in our trainees into constructive outlets which can be actively applied to help the community.

## SECTION 2

## METHODS

AAE was designed as a new approach to providing education experiences for adults which will increase their knowledge and understanding and enable the acquisition of new skills. The accomplishment of these objectives requires that a diversity of specific tasks be successfully performed. These tasks might be categorized into the following functional areas:

1. Recruitment
2. Curriculum and Instruction
3. Teacher Training
4. Spin-Off Projects
5. Counseling and Referral

These functional areas serve to define the critical operations necessary to successfully launch an AAE program.

This section of our report will attempt to describe the methods, techniques and procedures employed during the operation of our demonstrational program.

### 2.1 RECRUITMENT

The development of an effective outreach recruitment operation is an essential component for programs which are aimed at serving hard-core poverty neighborhoods. In the case of AAE, our major thrust in recruitment was designed to secure the required number of hostesses and student participants. An experienced staff of paid recruiters were assigned the responsibility, thus establishing it as a function basic in the effectiveness of AAE. The specific methods and procedures which were developed to achieve AAE's recruitment objectives evolved gradually out of our experiences from phase to phase. The following methods highlight the major approaches used in recruitment.

a. The recruitment responsibilities of AAE were organized under the supervision of an Area Supervisor. This person was responsible for coordinating the schedule of recruitment for host and/or hostesses as well as students for each of the classes established.

   Under this structure recruiters were sent into poverty neighborhoods for the purpose of explaining and promoting the program through a direct door-to-door approach.

One of the unique aspects of AAE's program design was the development of a paid recruitment staff. Volunteer community organizations have not proved to be sufficiently effective to rely on their support. The paid recruitment staff has enabled AAE to meet its commitments.

Persons selected for paid recruitment positions were drawn from the indigenous target population. The essential requirement in effective recruitment is an ability to communicate. Recruiters must therefore understand the language, attitudes, mentality, and life style of the intended target population. These qualities are best insured if the recruiters hired are themselves a part of the indigenous community. For this reason the entire paid recruitment staff of AAE consisted of 10 para-professionals selected from the grass-roots community. In addition, VISTA volunteers were utilized for recruitment.

b. In recruiting participants for home based AAE groups, the door-to-door, personal contact technique was emphasized rather than relying on mass mailing or mass media appeals. Such face to face approaches required a genuinely concerned, and extremely sensitive attitude on the part of the recruiter.

c. An important part of AAE's recruitment techniques was the promotion of a curriculum which included subjects such as Minroity History, Consumer Education, and Community participation and support. As opposed to a strict reading and math program, which by themselves have limited appeal, the inclusion of subjects desired by our target population enabled AAE to promote a program which was perceived by the community as having greater practical benefits and values.

d. An effective technique in recruiting AAE participants resulted from the recruiters and use of neighborhood "grapevines". Persons who were successfully recruited into the program often served as catalysts for reaching other trainees by "word - of - mouth" referrals. In this sense each AAE host and/or hostess was encouraged to supplement our direct recruitment efforts through informal contacts with other persons in the neighborhood.

e. In the process of recruitment no efforts was made to screen out adults from participation in AAE. In fact, our efforts were channeled in the opposite direction - we attempted to "screen-in" all adults who resided in the neighborhoods being recruited. This approach was consistent with OIC's Open Door Policy: Everyone who is interested is accepted. This positive approach precluded the identification of AAE as a program for persons with severe educational deficiences. Instead AAE was promoted as a "Peoples Program:" where everyone is welcome.

## 2.2 CURRICULUM AND INSTRUCTION

The preparation and development of curriculum within AAE's program was consciously guided by the unique requirements of our program operations. Our initial AAE classes met once a week for ten week. Each session was approximately 2½ hours. Thus, during a ten-week period of time-a total of 30 instructional hours were provided.

Within this short period, the major thrust of our instructional objectives was directed toward providing our trainees with successful learning experiences which would serve as a catalyst in motivating them to undertake further and more concentrated self-improvement activities. In this sense AAE was intended to perform a vital bootstrap function within the grass-roots communities.

The initial AAE class experience was not designed to undertake traditionally oriented educational objectives (i.e. advancing each student from level X to level Y in reading or math). This concentrated educational activity was intended as a "second step" for many of our trainees. The real task of our initial AAE classes was rather to serve as a springboard to prime our trainees for actually undertaking these second steps toward self help and improvement.

a. The foundation of our normal AAE class curriculum was built upon five major subject areas: Communication Skills, Computational Skills, Minority History, Consumer Education and Community Problems and Solutions. Each of these subject areas responded to the practical needs and interests of our intended target population.

   The selection and development of curriculum in each of these areas was largely assumed by two persons, the AAE Manager and the AAE Instructor III (part-time). Additional support mainly in the form of consultation and guidance, was provided by the established curriculum department

of OIC, plus occasional volunteer resources.

b. The materials selected and/or developed for each of these five subject areas would require considerably more time than was available to a normal AAE class. This over development was intentional. It enabled each AAE group leader to be flexible in response to the preferred interests of their respective groups. Our prime concern within AAE classes was to ensure maximum participation and involvement in the learning experiences presented. This could be best achieved if the curriculum offered was flexible and responded to the real life experiences and practical needs of our trainees.

c. The only subjects handled with uniformity in all AAE classes were communication and computational skills. A minimum of ½ hour was devoted to each of these subjects during each AAE class meeting. Programmed reading textbooks developed by M.A. Sullivan and produced by Behavioral Research Laboratories were utilized within AAE classes as an important tool in our basic educational efforts. Perhaps the major instruments employed in instructing Communication and Computational Skills have been a sequentially graded set of Reading and Thinking Skill Builders which were produced on prepared ditto masters by Continental Press, Inc.

d. The remaining three subject areas (Minority History, Consumer Education and Community Problems) were developed specifically to meet the special needs of our target population. Instructional lessons developed in these areas were designed to stimulate and encourage active group discussion and participation. In each of these areas the real life experiences of our students provided the basis for the curriculum. Principles of consumer education proceeded out of the mistakes and fraudulent practices actually encountered by our trainees.

The everyday experiences and observations of our trainees provide the foundation for curriculum developed in Minority History. The awareness of Community problems and possible solutions was actually brought to life by specific community projects undertaken by AAE groups.

e. Throughout the operation of our Demonstrational AAE project there were three major sources which served to generate changes in our AAE Curriculum: (1) Feedback from our AAE trainees; (2) Feedback from our AAE Group Leaders and (3) Adminstrative decisions concerning new approaches to meeting program objectives through curriculum materials. Each of these sources, in varying degrees, have had an impact on the curriculum development and instructional processes during our demonstrational program.

f. The AAE instructional approach was multi-leveled. During the second week of classes, after the initial anxiety was reduced, an informal reading survey, developed by the University of Pennsylvania was administered. The informality of the test blended into the atmosphere that AAE attempted to create in the home. Based upon the results of the reading survey, individualized lessons in communication and Computational Skills were introduced on a weekly basis.

g. Group discussions were an essential part of every AAE class and were utilized to ensure maximum participation. In Minority History, for example, the local point for discussion was on the present. From this focus every AAE participant felt knowledgeable enough to participate. Similarly, discussions in Consumer Education began with the actual experiences of our trainees in buying and spending money.

h. The AAE instructional approach was designed to take place over a ten-week period of time in order to provide ample time for desired behavorial changes in our trainees to occur. The ten - week period of instruction allows for a slow but steady transformation of attitudes. The successful, reinforced learning experiences encountered by our trainees during this time ensures the development of self-confidence necessary for continued education.

i. One of AAE's unique instructional methods is the extensive use of para-professionals as group leaders (instructors). Para-professionals help to create the informality needed for a successful AAE class as well as serving as a model for the participants.

## 2.3 TEACHER TRAINING

The process of teacher training, as conducted under AAE was designed to produce AAE group leaders who would be capable of achieving the objectives of our program within their assigned AAE classes. Since the major focus of our initial AAE class is designed to achieve an attitudinal and behavorial change on the part of our trainees (as opposed to a sharp educational advancement) the major demand placed on our AAE group leaders is that they provide a stimulating and motivating experience to our AAE trainees in the familiar, informal atmosphere of a home.

a. Training activities for persons utilized as AAE group leaders can be divided into two distinct para-professional categories: AAE community volunteers and AAE staff (including VISTA workers). In selecting potential AAE group leaders, the major characteristics desired were:

    1. A proficiency in performing the basic skills in reading and math.
    2. A demonstrated ability in communicating with people (especially our target population).
    3. A concern and commitment to be of assistance to the persons whom we hoped to serve.

b. The primary responsibility for conducting the training of our AAE group leaders was assigned to our staff Instructor III. In addition to a broad teaching background, it was essential that this person have a firm grasp of the concepts, objectives and philosophy which underlay the Adult Armchair Education Program. Training for our staff group leaders (i.e. VISTA Volunteers, Instructor-Aides) was provided directly through an extensive two week leadership course supplemented on a continuous basis through In-Service Workshops, and guidance sessions which were structured into the normal work week of our staff group leaders.

c. Training for our community volunteer group leaders was conducted within selected community homes (AAE Leadership Homes) usually under the direction of our AAE Instructor III. Potential candidates for leadership training were selected from our target population and channeled into nearby Leadership Homes for one night each week for a five week period of time. Each leadership training session convened for approximately three

hours. The tightly structured five weeks of training was followed by class visitation and observations. Afterwards, our community trained group leaders were assigned to an AAE home. There was an attempt to place a community volunteer group leader in each home to work as a team.

d. A range of materials were developed by the AAE staff to provide the teacher training experiences required for our program. Much of these materials were compiled into an AAE Instructional Handbook which was distributed to each potential AAE group leader at the inception of his leadership training. Locations for leadership training classes were provided through the voluntary use of homes located within our poverty areas. This setting was considered advantageous for training purposes since it provided the precise atmosphere under which our potential group leaders would ultimately function.

## 2.4 SPIN-OFF PROJECTS

From the inception, one of the conscious objectives of AAE's unique program design was to offer maximum opportunities to our trainees for self expression and self determination. Experiences indicated that our approach to motivation should not lie in dictating to our trainees the directions in which they must move. Rather, our efforts must be aimed at creating a favorable atmosphere in which our target population could themselves determine the directions of self-help and improvement which they desired to undertake.

AAE Spin-Off Projects were gradually developed in response to this need. The objective of Spin-Off Projects was to provide for a range of activities desired by AAE participants; but which fall beyond the normal AAE instructional experiences. Subject areas such as Consumer Education and Community Problems and Solutions placed strong emphasis upon encouraging active group discussions among AAE participants. In many instances, however, our trainees felt that discussion alone was not enough. They were desirous of acting upon many of the problems considered. It was in this manner that many "Spin-Off Projects" were generated out of our basic AAE class experience. The planning and execution of Spin-Off Projects were controlled by our AAE trainees.

a. During our First Phase of operation our objective was to stimulate Spin-Off Projects in a central group of 15 AAE homes. Two AAE staff members were assigned as Spin-Off Project consultants to administer to the needs of the 15 AAE homes selected for Spin-Off Projects. The two persons selected were chosen on the basis of their knowledge of the numerous agencies and organizations which could be utilized in attempting to solve the range of projects undertaken by AAE groups.

b. Each of the 15 control group homes were visited by a Spin-Off Project Consultant between the second and fourth week of class operations to provide motivation, stimulation and guidance in developing Spin-Off Projects. Area photos were shown which depicted deteriorating situations in the immediate vicinity of each AAE class. When the group decided which project to "tackle," committees were organized and projects begun.

c. Each group was visited at least once by an officer from the Philadelphia Fire Department with a program to reduce loss of lives and property by fire in the underpriviledged areas, which are usually high fire hazard areas.

After the initial visit by a Spin-Off Consultant, each group had at least two and in some case three additional visits to supply information and guidance. Some twenty separate city agencies were instrumental and became actively involved in the accomplishment of AAE community projects. In this respect the Spin-Off Consultants performed the critical function of interpreting to grass roots trainees how to communicate with and use the established structure for solving local neighborhood problems.

d. AAE developed a staff team consisting of one follow-up supervisor and two follow- up recruiters with the specific task of visiting every class to present follow-up information about community resources and opportunities. This procedure built into the program a uniform exposure of trainees to the multi-channel programs that were available to them.

Audio-visual aids were developed to supplement and enhance the presentation made by the follow-up staff team that visited the AAE classes. In a clear but effective manner, the team pointed out what had to be done and the many simple ways it could be done. In every case, an effort was made to gear the presentation to the immediate neighborhood of the class.

e. In order to ensure that the most appropriate course of continued education was chosen, AAE participants were given guidance sessions. For those trainees who wished to enter OIC, sessions were arranged with the OIC Counseling staff. For trainees who desired one of the school board programs such as GED or concentrated ABE instruction, a meeting was held with the AAE Instructor III. Many times, AAE classes expressed an interest in continuing AAE instruction for a second phase of operation. In this case, the Area Supervisor would guide the trainees in their choice. For those trainees that had entered into a spin-off project and wished to continue beyond the 10-week period, a spin-off consultant was assigned to the class for guidance during the duration of the project. In a few cases, group leaders, through their area supervisors, referred AAE trainees into the OIC Job Development Department for immediate job placement. These jobs were of a stop-gap nature intended to relieve an extreme need. Finally, group leaders identified leadership potential and referred these trainees to the AAE Instructor III for leadership training to become group leaders themselves.

f. Supplementing individual counseling, another feedback mechanism was employed. Students filled out AAE Program evaluation forms which facilitated securing feedback about curriculum, instructional techniques and program design.

## 2.5 COUNSELING AND REFERRAL

An important facet of any Adult Education program is the Counseling and guidance function. In the Adult Armchair Education Program there are three major needs for Counseling and Guidance. First, to handle those problems which were directly related to attendance. Secondly, to help those trainees whose problems would interfer with any advanced training or instruction they might wish to undertake. And finally, the guidance necessary to insure that the most appropriate course of continued education was chosen.

a. During the operation of our special project, AAE did not have direct staff to handle the function of counseling. Instead the para-professional group leaders were trained to provide motivation and information on a one-to-one basis. Direct co-operative ties were established with the counseling Department of OIC which enabled AAE group leaders to identify and refer serious cases to the professional Counselors of OIC. In this manner, the professional counseling staff services of OIC were expanded into each AAE class through the use of trained para-professionals.

   In addition, since para-professionals were utilized in class attendance follow-up, this allowed for the informality of the AAE class to extend itself to attendance checks. Emphasis during attendance visits was on the help AAE could provide to eliminate the problem which prevented regular attendance.

b. Group leaders were able, when confronted with a counseling problem, to seek advice from an OIC Counselor or Social Worker. In serious cases or when immediate aid was needed, AAE group leaders could arrange for a social worker visit or set up an appointment for the AAE participant with an OIC counselor.

c. Working through their immediate area supervisor, group leaders were able to arrange for a host of social services for AAE participants. Legal aid, dental care, eye glasses, and medical services were only a few of the many social services that were made available through group leaders referrals.

## SECTION 3

## FINDINGS AND ANALYSIS

This section of our report is concerned with highlighting the major results and findings which have emerged from the operation of the Adult Armchair Education Special Project. The program functions described in Section II will again be isolated for purposes of analysis and examination.

### 3.1 RECRUITMENT FINDINGS

a. During the operation of our Special Project, AAE was successful in surpassing the established quantitative objectives concerning the number of homes active and the number of participants involved. Throughout our three phases of operation a total of 80 homes and 892 trainees were effectively reached and involved. These totals considerably exceeds the initial targets of 45 homes and 450 trainees. See chart # 1 for a detailed breakdown of AAE Home-Student Recruitment.

b. A total of 1,179 trainees were actually recruited during the operation of our AAE Special Project. This represents an average of approximately 14.7 students recruited for each AAE home active. Of this total the number of people actively attending AAE classes was 892. The average class attendance in AAE homes was 8.1. Chart # 2 provides a statistical breakdown of the AAE enrollment vs. attendance pattern during our three phases of operation.

c. Indirect approaches to recruitment such as literature, letters and mass media appeals have proven largely ineffective in attracting the participation of grass-roots residents. Such impersonal appeals are thought by the indigenous citizen to be for the "other fellow". In contrast, the more personalized the recruitment, the more effective were results. Direct confrontation by AAE staff with the intended target population has proven to be an essential ingredient to effective outreach recruitment.

d. To accomplish a stabilized and effective recruitment pattern, a formal paid recruitment staff is essential. Persons selected for paid recruitment positions should be drawn from the indigenous target

population. Reliance upon individual volunteers, community groups and other outside sources of referral have not provided significant numbers of participants from our target population. Outside groups (civic, fraternal, religious, social, etc.) though suggested as potentially valuable sources of recruitment, have proven disappointing. Assistance from these sources have been negligible and referrals that were made usually did not top the "hard core" population.

e. The effectiveness of recruiters is not limited to the number of persons contacted directly through face to face confrontation. Persons who are successfully recruited into the program serve as catalysts for reaching other potential trainees by "word of mouth" referrals. In this sense, each AAE host and/or hostess was encouraged to supplement our direct recruitment efforts through informal contacts with other persons in the neighborhood. The impact of a paid recruitment staff is greatly expanded through their encouragement of indirect intra - community referrals. Chart # 4 provides a comparative analysis of the effectiveness of various methods for introducing students into the AAE Program. This information was based on a sampling of 347 AAE participants.

f. Seasons, foul weather and holidays effect adversely the productivity of recruitment. Similarly, in the 9 - 5:00 p.m. day, the most productive hours for neighborhood recruitment have proven to exist from 1 - 3:00 p.m. By this time the housewife has completed most chores, the youngsters have returned to school and the attitudes of people are usually more relaxed and receptive.

g. The characteristics of persons who volunteer their home for use as an AAE class frequently influences the type of participants attracted. If the host/hostess is "grass-roots", the neighbors attracted to class are usually the same. If the host/hostess is of the "younger set" trainees for the home tend toward similar characteristics. These experiences clearly suggest that an important key in reaching specific target groups lies in the careful selection of persons to be ujtilized as AAE hosts and/or hostesses. It is possible that greater emphasis placed upon securing male hosts would result in greater numbers of male participants.

h. Our experiences in recruitment have suggested that people in poverty neighborhoods have a severely limited sphere of identification. The bounds of their identification. The bounds of their identification is frequently limited to a single block. Areas which are often assumed by outsiders to represent a "community" are not perceived as such by the residents. In short, grass-roots participants often feel they are out of their "community" if they are out of their block.

One unique aspect of AAE's structure is that it can operate within the limited framework of the block without friction and once established, serve as a bridge for extending the participants conception of what constitutes "their community". Moreover, by establishing classes within the familiar bounds of a single block, our participants often feel that a program has finally been established for "their area."

i. Contrary to initial assumptions, our present recruitment techniques have not proven equally effective in reaching hard-core male trainees. While the percentage of male participation has continually improved in succeeding AAE Phases (First Phase 4.9%; Second Phase 12%; Third Phase 17.7%), the initial expectation of a balanced proportion of male and female participants has not proven true. The matriarchal structure of low income Negro homes, the low number of males encountered during door-to-door recruitment techniques, the need for additional male recruiters and the priority emphasis upon employment among grass-roots males are all contributing factors which account for the disproportionate response among males. It is clear that to secure greater participation among males, specialized (male oriented) recruitment techniques must be employed.

## 3.2 CURRICULUM AND INSTRUCTION FINDINGS

a. During the operation of the Adult Armchair Education Special Project a wide range of curriculum materials have been selected and/or developed for each of our five major areas of instruction (Communication and Computational Skills, Minority History, Consumer Education, Community Problems and Solutions). The basic curriculum presented has proven to be quite effective. It has been well received by our target population; it has served

to reintroduce basic learning skills; it has contributed to achieving the behavioral changes desired in our trainees. The following summary reflects many of the curriculum materials which have proven to be effective in our AAE homes:

1. Communication and Computational Skills

The major tools utilized in these areas have been a sequentially graded set of Reading Thinking Skills Builders which are prepared on ditto masters by Continental Press, Inc. These materials, which are also used in the area of math, provide a systematic series of graded drills and exercises which are directed toward of improving the multiple skills required of mature readers. These materials provided AAE participants with an occasion to become more test-wise since the exercises included very closely parallel the types of material encountered in Civil Service Examinations and other job-screening devices.

Another value was that these materials provided drill in the various reading and math skills at all levels ranging from 2nd grade to Senior High. These materials economically provided consumable student work books which enabled home assignments. The content was such that it served to "whet" the appetite of the adult learner; the format did not irritate adult sensitivities; its design was such that a 10- week exposure did not leave students in a state of suspension as would be the case if a longer, more concentrated program were interrupted after a similar period of time.

a. Additional materials which were used to complement our instruction in reading and math included M.W. Sullivan programmed textbooks in reading produced by Behavioral Research Laboratories and Addison Wesley programmed textbooks in math. Resource limitations precluded a broad based implementation of these materials. While controlled experimentation with programmed materials

has not yet been achieved, our limited experiences have suggested that programmed textbooks provide effective supplementary materials for those students interested in pursuing more concentrated and individualized learning activities within the structure of AAE homes. It was also evident that the receptiveness of AAE participants to programmed textbooks was greater at the lower reading levels (i.e. levels 1 - 4 ). Informal feedback from our students suggested that the Sullivan materials were generally viewed as "juvenile" by students functioning above a 4th grade reading level. It was evident that a major determinant in the effectiveness of programmed materials lay in the training and preparedness of our AAE group leaders.

Finally, the LLINC Minilab Language Learning System was utilized in several spanish speaking AAE homes to assist in the instruction of English as a - Foreign Language. Student reactions to the LLINC materials was favorable.

2. Minority History - Two major forms of materials have been developed for this area of instruction. The first consists of a series of integrated lesson plans designed to stimulate group discussions on the topic of Minority History.

   The second involves a booklet on selected "Negro Personalities" which have been derived from the textbook, GREAT NEGROES PAST AND PRESENT, by Russell Adams, Afro-American Publishing Company. Using this source reference, a Negro Personalities Booklet was developed in which the reading level and content were modified appropriately to meet the levels and needs of our AAE trainees. Both of these curriculum approaches were enthusiastically received by our trainees.

3. Consumer Education - A limited amount of prepared lesson plans have been developed for this area which were designed to stimulate active group discussions among AAE trainees. Topics included such areas as: Fraudulent Practices, Auto and Life Insurance, Preparing Income Tax

Returns, Purchasing Automobiles, etc.

4. Community Problems and Solutions - In addition to prepared lessons designed to stimulate group discussion and participation in self determined community projects, a booklett prepared by the Philadelphia Housing Association entitled: Neighborhood Problems - How To Solve them was effectively used.

b. The use of para-professional persons in instructional capacities has proven to be an effective and workable innovation in the AAE Program. This conclusion is premised upon the following indexes which collectively suggest that the instructional and motivational activities of para-professional AAE group leaders have been highly fruitful:

1. The first lies in the success of our project in achieving its specific objectives. AAE group leaders serve as the primary link in motivating our trainees to undertake the variety of outlets in continued adult education and training which are available after the completion of the initial ten week AAE sessions. The effectiveness of our para-professional group leaders is probably the major determinant of our success in achieving the behavioral changes desired. During the operation of the AAE Special Project approximately 72% of our participants were motivated to continue their training after the initial ten week exposure in AAE homes. A detailed breakdown of the referral requests of AAE participants is provided on chart# V of this report.

2. Class attendance provides a second indirect gauge of the effectiveness of our AAE group leaders. Past experience has clearly suggested that a major factor in retaining the interest and participation of AAE students lies in the quality of learning experiences provided by our AAE group leaders. The high level of

consistency and stability of our attendance within AAE homes serves as a positive reflection on the effectiveness of our group leaders. During our three phases of operation the average attendance within AAE homes was 8.1 trainees per class. Chart # 6 reflects a summary of AAE class attendance during the operation of the Special Project.

3. A third index to the quality of our para-professional group leaders is provided by the reaction and evaluation of AAE learning experiences made by our trainees. In addition to class visitations and discussions with our students, AAE trainees were asked to complete an informal Student Evaluation of the AAE Program. Based on these returns it is clear that our AAE students possess an extremely positive reaction to the teaching and learning experiences of AAE. More specifically, they said they were pleased with:

> "The films, slides and the way the teachers teach according to the speed you take."
>
> "With everyone having the average education, you feel free to express your likes and dislikes."
>
> "It gave me a chance to catch up on some things that I had forgot."
>
> "The consumer discussions taught me a lot."

The following comments typify student reaction to the AAE para-professional group leaders:

> "The teachers were so friendly. Not stuffy and starchy. They were extremely helpful in every way possible."
>
> "The teachers and all their talk is just great."

"The way in which the instructor explained the work and made complicated problems seem easy".
"The teachers didn't rush, they took time to explain".

c. The positive reaction of our students to the AAE program closely paralleled the informal observations and evaluations of our AAE group leaders made by our professional staff. Our findings clearly suggest that the approaches to instruction used by our para-professional AAE group leaders have emphasized informality. The old "authoritarian" relationship between students and teacher did not exist in AAE classes. Group leaders were accepted by their classes as persons who were sharing with them learning experiences and ideas. Thus para-professional group leaders helped to foster an informal, warm atmosphere within AAE classes which served to reduce the normal anxieties and threats which our target population traditionally associates with learning experiences.

## 3.3 TEACHER TRAINING FINDINGS

a. Our experiences suggest that the prime requirement needed to maximize the effectiveness of para-professional AAE group leaders lies in providing ongoing support, supervision and training through a core staff of professional teachers. The professional support and guidance needed by para-professional group leaders was made possible through class visits, individual conferences and regular joint instructional meetings. In addition, periodic seminars devoted to reinforcement and intensification of skills, techniques and procedures were scheduled for staff group leaders. Each of these training and support activities served to increase the effectiveness of AAE para-professional group leaders.

b. The unique program design of AAE enabled community volunteers to serve as a complementary extension of our paid AAE staff. The use of community based AAE Leadership training homes afforded an effective technique for utilizing the leadership potential which exists in grass-roots communities. During the AAE Special Project a total of 34 community volunteers were trained to serve as AAE group leaders.

c. One problem created by the use of volunteers resulted from the difficulty in maintaining a stable core of community group leaders. We have found that the average length of service of a community volunteer is usually one ten week phase. Thus, para-professionals derived from community volunteers and short term volunteer agency programs create the need for a continuing cycle of orientation and leadership instruction. The frequent turn-over in volunteer AAE group leaders tended to reduce the opportunity for providing the concentrated training needed to develope sophisticated instructional methods and techniques among this group. This experience suggests the need to have a larger paid para-professional staff of group leaders.

## 3.4 SPIN-OFF PROJECT FINDINGS

a. Our experience has shown that the introduction and encouragement of Spin-Off Projects tended to widen the trainees knowledge of the broad spectrum of Community Agencies and resources which are available to meet their needs. During the Demonstration Program more than 76 community projects were initiated. Types of projects ranged from self-improvement projects such as vocational classes, cultural groups, Modern Math classes, etc. to Community Improvement projects such as Neighborhood Clean-Up, "Fire-Safe" home and neighborhood program, Traffic Controls, Alley Cleaning and Lighting, Tree Planting and organization of stable neighborhood groups.

b. Spin-Off Projects proved to be an attractive outlet which afforded many of our students a meaningful "second-step" involvement in AAE. During our Demonstration Program more than twenty-nine (29) stable community groups and organizations evolved out of the Spin-Off Projects initiated by AAE homes. These included Neighborhood Clubs, Neighborhood Cultural Groups, A Library on Negro History, Tot-Lot Committees, Flower Lot Organization, Neighborhood Recreational Committee, Tree Planting Project, etc.

c. Spin-Off Projects conducted within AAE classes have provided an effective mechanis for "bridging the gap" in communication between City-wide Agencies and indigenous poverty citizens. One effect of our Spin-Off activities has been to teach our trainees how to use the "system" productively in meeting a vast range of needs and problems. A wide range of city agencies were instrumental in the accomplishment of Spin-Off Projects, to mention a few: Department of Streets - Highway Division; Street Lighting Section; Sanitation Division, Traffic Engineering Section; Department of License and Inspections; Philadelphia Fire Department; Philadelphia Police Department; Land Utilization Office; Keep Philadelphia Beautiful Committee; Street Tree Section; Philadelphia Housing Association; Legal Aide Society of Philadelphia.

d. From the inception of our AAE Special Project a working relationship was developed with the Adult Evening Program of the Philadelphia Board of Education through which cooperative Spin-Off Projects were initiated. Throughout the ten-week AAE motivational period, the continued educational needs and interests of trainees in various classes were

determined. If 15 students expressed a desire to attend a particular class, the Board of Education agreed to provide the instructor in a location convenient to our trainees. During the AAE Special Project a total of 6 Spin-Off Classes in Adult Education were established in cooperation with the Philadelphia School Board. These Spin-Off classes provided continued learning experiences for more than 200 AAE participants. Clearly, this cooperative arrangement served to expand the avenues of self-improvement which AAE trainees could pursue.

## 3.5 COUNSELING AND REFERRAL FINDINGS

A. Home based AAE learning groups have proven to be a highly effective environment for motivating our participants to undertake further efforts of self help and improvement. Trainees have been highly receptive to the counseling and referral services made available through their neighborhood AAE classes. Approximately 72 % of our participants requested referrals into a range of outlets for continued education and training following the completion of their initial ten week classes. Chart # 5 provides a phase by phase breakdown of the referral requests of AAE participants.

b. Attempts to counsel our AAE participants to enroll directly in concentrated ABE classes (i.e. as conducted by the School Board) have resulted in a number of interesting findings. Our experiences suggest that an important criteria for attracting AAE participants into more concentrated ABE classes lies in the desire for a job or a better job. For this reason many of our ABE referrals were attracted to the OIC vocational training program which combines skills training with ABE instruction. In a similar manner, many potential ABE referrals preferred to continue in another phase of AAE's home-based classes. What appears to be significant is the fact that ABE instruction, when isolated from other instructional offerings, was not attractive to our AAE participants. But when it was linked with broader programs providing practical benefits and needs this tendency was reversed. Students referred to OIC willingly accepted ABE instruction when it was linked with job training. Similarly, participants requesting a second phase of AAE classes were attracted by the informal atmosphere and the diversity of subjects offered for

discussion and learning.

c. The steady growth and development of the AAE Special Project has clearly suggested the need for expanded counselling and follow-up services for AAE participants. Follow-up activities are of important benefit to the trainee to insure maximum participation and the correctness of his continued educational choice. But follow-up information also becomes an invaluable managerial tool to measure the strengths and weaknesses of the program. During the AAE Special Project, Follow-up activities have concentrated on attendance problems. Our experiences have clearly suggested that future follow-up activities must be able to provide such important information as:

1. Are AAE trainees more successful than non-AAE trainees when they enter second phase activities such as OIC vocational training or school board GED classes?

2. Are AAE trainees more active in community affairs than other community members?

3. What happens to AAE recruited people who did not attend class?

4. What trends can be perceived by analysing the above information?

The necessary ingredient for obtaining this type of follow-up information lies in an expanded counseling staff which is fully devoted to the activities of follow-up.

## SECTION 4

## CONCLUSIONS AND RECOMMENDATIONS

The cumulative experiences and insights gained during the operation of the Adult Armchair Education Special Project have provided the basis for a number of specific conclusions and recommendations which should prove of considerable value to future programs aimed at providing services in hardcore communities. This section of our report will attempt to summarize the significant "breakthroughs" which were achieved during the AAE Special Project as well as the concomitant shortcomings.

### 4.1

The AAE Special Project has effectively dispelled the myth that hard-core community residents are "not interested," "can't be reached," "don't desire improvement," etc. The people living in low income communities have shown themselves to be highly receptive to the AAE Program. Prior to the inception of AAE we had been told that poor people would not volunteer as workers or open their homes for participation. We found this to be absolutely untrue. During the period of our Special Project more than 80 homes have been utilized, on a volunteer basis, as AAE group locations. Within this same period more than 1179 trainees were recruited in our program. Over 892 persons have attended AAE classes on a regular basis. The average class enrollment was 11.2 with an average daily class attendance of 8.1. Even further, through volunteer help the people have shown themselves willing to subsidize their own program. A considerable portion of the active participants in the AAE Program were community volunteers. Better than 114 volunteer workers were used (80 hosts/hostesses; 34 volunteer group leaders). These results reflect the broad base of community support achieved during the AAE Special Project. The essential prerequisite for grass-roots involvement is the development of effective outreach recruitment techniques. For this reason, it is recommended that the development of a paid indigenous recruitment staff be included as a necessary ingredient in the resources available to Adult Education programs.

### 4.2

The use of neighborhood homes as the location for AAE learning groups has served to overcome some of the major obstacles preventing grass-roots participation and involvement in Adult Education programs. Such barriers as formality, travel, unfamiliarity, inconvenience and pressure were successfully eliminated through learning groups established directly in community homes. The informal atmosphere of the home has proven to be a highly effective

environment for conducting meaningful grass-roots instruction and motivation. The diversity of referral outlets requested by AAE participants (see chart # 5 ) provides a clear indication that the home based AAE learning environment affords a meaningful "first-step" towards self-help and improvement.

4.3

The decision to avoid the use of screening devices aimed at deselecting potential AAE participants was highly advantageous to the AAE homes which were actually established. We found that the diversity of interests and backgrounds of the persons attending AAE classes greatly enhanced the quality of the learning experiences provided. It enabled AAE to be identified as a program for the "total community" rather than a program for "poor people" or"illiterates" or "unemployed persons" which has negative effects upon recruitment. We found that the "open-door" approach to recruitment enabled us to reach large numbers of our intended target population (i.e. the undereducated, unemployed, underemployed). The participation of these groups was virtually assured because of the fact that AAE classes were established directly in poverty neighborhoods. Chart # 3 provides a breakdown of background characteristics of AAE participants. The major shortcoming existing in the types of persons being "reached" by AAE recruiters lay in the small percentage of hard-core male trainees. Throughout the entire period of our Special Project the percentage of male participants has ranged from 5 to 18%. These experiences have clearly suggested that to secure greater participation among males, future recruitment techniques must be specially devised to be attractive to males. The primary technique of door-to-door recruitment contacts must be complemented by male oriented approaches. It is our recommendation that recruitment patterns must be altered to include:

1. Recruitment activities during evening hours and on weekends. The number of male contacts possible during these time periods would greatly exceed the number of males encountered during daytime hours (i.e. 1-3:00 p.m.).

2. The number of male recruiters utilized on the AAE recruitment staff should be greatly increased. Male recruiters are more likely to experience success in attracting the participation of hard-core males.

3. Door-to-door recruitment approaches must be supplemented by personal contacts made in such male environments as barber shops, pool rooms, tap rooms, etc.

4. Future AAE classes should attempt to establish seperate all-male groups as opposed to mixed (male, female) homes.

5. Greater attention must be focused upon securing male hosts who can also assist in the recruitment of participants for his home based learning group.

4.4

The experiences of the Adult Armchair Education Program during its demonstrational grant have proven the workability of a major innovation in the staffing and administration of programs geared toward serving the "hard-core" communities. From its inception the AAE Program was consciously designed around a small core professional staff and a broader base of para-professional workers. AAE was intentionally designed to make maximum utilization of the leadership potential which exists in grass-roots communities. With the support and guidance of a small professional staff it was felt that para-professional workers would be able to perform such critical functions as recruitment, instruction, counseling and motivation. These assumptions have been found to be correct. The achievements recorded by AAE in each of these areas have resulted from a paid staff consisting of 6 professional persons (3 of whom are part-time) and 12 para-professionals workers. The remaining staff assigned to AAE on a somewhat stable basis consisted of ten para-professional VISTA Volunteers. From this para-professional dominated AAE core staff the necessary functions and activities required in the Demonstration Program have emerged. It is in this sense that we feel that the effective utilization of para-professional staff has been dramatically demonstrated through the AAE program.

a. A considerable number of the para-professional workers utilized in the AAE Program were derived from volunteer sources. The two most significant outlets for volunteer workers in the AAE Special Project proved to be Community Volunteers and VISTA. Because VISTA Volunteers were available on a full-time basis we have found that VISTA workers tend to more reliable then community volunteers. Moreover, they were directly and continuously supervised by the AAE staff. Consequently, they could be utilized far more flexibly than other volunteers (i.e. they were available for continuous In-Service training; they were assigned four classes/week; they could be assigned recruitment follow-up responsibilities for their classes,etc). In contrast, community volunteers were normally available one night/week. Maximum quality in the homes instructed by community volunteers was greatly complicated by the frequent turnover, difficulty in organizing convenient In-Service Workshops, the inability to

demand that they perform follow-up recruitment for their homes, etc. The prime lesson derived from our experiences in attempting to develope a broad based volunteer instructional program was that the function of AAE class instruction should be performed by directly supervised staff personnel. The maximum value of community volunteer group leaders is possible when they are used to complement an already existing instructional staff. In this capacity they can heighten the degree of individualized attention and instruction available to each AAE participant.

4.5

Concentrated ABE classes, when isolated from other learning experiences, did not prove attractive to our AAE participants. The Adult Basic Education classes, which were available through cooperative ties with the Philadelphia School Board, were not appealing to our target population. But when ABE instruction was linked to b[illegible]r programs providing practical benefits and needs, this tendency was reversed. For example, trainees readily accepted ABE instruction when it was inter-connetted with job training. Students eagerly requested referrals into the OIC Manpower Training program. Yet, these same trainees rejected the idea of attending strict ABE classes through the School Board. In this case the prime incentive for participation lay in the concrete objective of a job or a better job rather than the abstract goal of "reading at an eight grade level of efficiency."

In a similar fashion many potential ABE referrals preferred to undertake a second phase of AAE classes because they were attracted by the informal atmosphere and the diversity of practical subjects offered for discussion and learning (i.e. Consumer Education, Minority History, Community Problems and Solutions).

What appears to be significant is the fact that ABE instruction has limited appeal for our target population when it is offered as an end in itself. Far greater response is achieved when ABE instruction is provided as a means to an end. These experiences suggest that future AAE instructional efforts should be geared toward providing basic adult education as taught through the subject areas of Consumer Education, Minority History and Community Problems. Basic Math instruction must be integrated into Consumer Education lessons. Subjects such as Minority History and Community Problems should provide the outlets for basic instruction in reading and language skills development. These subject areas should be used as the vehicles of ABE instruction because of their ability to maintain a high level of interest, involvement and participation. It is our belief that greater numbers of grass roots participants can be attracted to ABE programs if this type of curriculum revision is undertaken on a concentrated basis.

4.6

The initial AAE Special Project was designed on a limited scale to experiment with certain innovative approaches to providing continued educational experiences for adults residing in low income neighborhoods. Throughout the period of this Special Project, AAE has matured from an experimental concept to a concretely tested and workable program of action. Future experimentation will be aimed at refining the basic operations and applying the appraoches of AAE on a broader scale.

It is perhaps appropriate that we conclude this report with a brief summation of the constructive capabilities which have matured as a result of the AAE Special Project:

a. In recruitment AAE has developed outreach techniques which enable us to reach hard-core community residents through home based learning groups which can be established in virtually any neighborhood in the city. The experience, insight and expertise of our recruitment staff serve as a major cornerstone of future AAE growth and development. The problems of recruiting large numbers of male trainees represent the final barrier to unlimited outreach potential in AAE.

b. AAE has evolved workable techniques and materials in teacher training which enable us to release the untapped leadership potential which exists in ghetto neighborhoods. The AAE Leadership Home provides a tested and workable model for training and utilizing non-professional persons in leadership roles.

c. AAE has acquired the techniques needed to stimulate small groups to initiate Spin-Off Projects and/or classes. This capability opens an entire spectrum of community development objectives which can be integrated into future AAE programming. Continued educational classes, community improvement activities, consumer education projects (i.e. Buyers Clubs, Co-ops, Credit Unions), improved school - community relations. These are but a few directions in which future AAE Spin-Off activities can be aimed.

d. AAE has effectively demonstrated the value of para-professional workers in programs

which are aimed at serving hard-core communities. This unique and innovative staff structure will be an integral part of the design of future AAE activities. In addition to recruiters and instructor-aides such positions as counselor-aides, community development workers and job placement aides are envisioned as future potential outlets for para-professional workers.

e. The AAE Demonstration Program has yield an already tried and tested set of curriculum materials which respond to the practical needs, interests and life experiences of "grass-roots" residents. Future AAE Curriculum development will focus upon improving and refining the core curriculum which has evolved out of our Demonstration experiences.

f. AAE has gained considerable insight into the requirements of motivating people to undertake continued steps in the direction of self help and improvement. The ten week home based AAE learning groups provides an innovative approach to reaching larger numbers of "hard core" residents. From this initial first-step, AAE participants can be successfully re-introduced into a variety of adult education and vocational training programs.

# SECTION V

## CASE STUDIES

# CHARTS

OPPORTUNITIES INDUSTRIALIZATION CENTER, INC.
ADULT ARMCHAIR EDUCATION PROGRAM

CHART I

## HOME - STUDENT RECRUITMENT

| | 1st PHASE | | 2nd PHASE | | 3rd PHASE | | TOTAL | |
|---|---|---|---|---|---|---|---|---|
| | HOMES | STUDENTS | HOMES | STUDENTS | HOMES | STUDENTS | HOMES | STUDENTS |
| TARGET | 15 | 150 | 15 | 150 | 15 | 150 | 45 | 250 |
| ACTUAL | 22 | 371 | 30 | 370 | 28 | 438 | 80 | 1179 |

OPPORTUNITIES INDUSTRIALIZATION CENTER, INC.
ADULT ARMCHAIR EDUCATION PROGRAM

CHART II

## AAE ENROLLMENT - ATTENDANCE PATTERNS

| | 1st PHASE | 2nd PHASE | 3rd PHASE | TOTALS |
|---|---|---|---|---|
| NUMBER RECRUITED | 371 | 370 | 438 | 1179 |
| *NUMBER ATTENDING | 278 | 272 | 342 | 892 |
| AVERAGE ENROLLMENT | 12.5 | 9.0 | 12.2 | 11.2 |
| AVERAGE ATTENDANCE | 8.2 | 8.4 | 7.5 | 8.1 |

* ATTENDED 5 OR MORE CLASSES

OPPORTUNITIES INDUSTRIALIZATION CENTER, INC.
ADULT ARMCHAIR EDUCATION PROGRAM

CHART III

## AAE STUDENT STATISTICAL SUMMARY

| ITEMS | NUMBER OF RESPONSES AND PERCENTAGES | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1st PHASE (Total 123) | | 2nd PHASE (Total 84) | | 3rd PHASE (Total 147) | | TOTAL (Total 354) | |
| **SEX** | | | | | | | | |
| MALE | 6 | 4.9 | 15 | 17.9 | 26 | 17.6 | 47 | 13.3 |
| FEMALE | 117 | 95.1 | 69 | 82.1 | 121 | 82.4 | 307 | 86.7 |
| **AGE LEVEL** | | | | | | | | |
| 16 - 20 | 7 | 5.7 | 5 | 6.0 | 25 | 17.0 | 37 | 10.5 |
| 21 - 29 | 30 | 24.4 | 16 | 19.1 | 35 | 23.8 | 81 | 22.9 |
| 30 - 40 | 19 | 15.4 | 12 | 14.3 | 34 | 22.3 | 65 | 18.4 |
| 40 - Above | 57 | 46.3 | 44 | 52.4 | 41 | 28.7 | 142 | 40.1 |
| Unknown | 10 | 8.1 | 7 | 8.3 | 12 | 8.0 | 29 | 8.2 |
| **EMPLOYMENT STATUS** | | | | | | | | |
| FULLY EMPLOYED | 61 | 49.6 | 27 | 32.1 | 58 | 41.0 | 146 | 41.2 |
| EMPLOYED PART-TIME | 12 | 9.8 | 5 | 6.0 | 16 | 11.7 | 33 | 9.3 |
| SEEKING EMPLOYMENT | 14 | 11.4 | 9 | 10.7 | 15 | 10.2 | 38 | 10.7 |
| UNEMPLOYED | 36 | 29.3 | 38 | 45.2 | 45 | 30.6 | 119 | 33.6 |
| SELF EMPLOYED | | | 5 | 6.0 | 1 | .7 | 1 | .7 |
| UNKNOWN | 36 | 29.3 | 5 | 6.0 | 12 | 8.0 | 12 | 3.4 |
| **REASON FOR UNEMPLOYMENT** | | | | | | | | |
| KEEPING HOUSE | 34 | 27.5 | 26 | 31.0 | 26 | 17.6 | 86 | 24.3 |
| NO WORK AVAILABLE | 8 | 6.5 | 7 | 8.3 | 9 | 6.0 | 24 | 6.8 |
| IN SCHOOL | 4 | 3.2 | 4 | 4.8 | 3 | 2.0 | 11 | 3.1 |
| RETIRED | 2 | 1.6 | 6 | 7.1 | 4 | 2.8 | 12 | 3.4 |
| DISABLED | 7 | 5.7 | 8 | 9.5 | 7 | 4.7 | 22 | 6.2 |
| UNKNOWN | 2 | 1.6 | 33 | 39.3 | 14 | 9.6 | 49 | 13.9 |
| OTHER | - | --- | -- | ---- | 84 | 57.2 | 84 | 23.7 |
| **GRADE LEVELS** | | | | | | | | |
| 0 | 0 | .0 | 2 | 2.4 | 2 | 1.4 | 4 | 1.1 |
| 1 - 3 | 3 | 2.4 | 5 | 6.0 | 7 | 4.7 | 15 | 4.2 |
| 4 - 6 | 11 | 8.9 | 12 | 14.3 | 16 | 11.7 | 39 | 11.0 |
| 7 - 8 | 19 | 15.4 | 19 | 22.6 | 12 | 8.0 | 50 | 14.1 |
| 9 - 11 | 44 | 35.8 | 24 | 28.6 | 59 | 40.1 | 127 | 35.9 |
| HIGH SCHOOL GRADUATE | 45 | 36.6 | 11 | 13.1 | 26 | 17.6 | 82 | 23.2 |
| UNKNOWN | 1 | .8 | 10 | 11.9 | 23 | 15.6 | 34 | 10.5 |
| COLLEGE | -- | ---- | -- | ---- | 2 | 1.4 | 2 | .6 |

CHART III

## AAE STUDENT STATISTICAL SUMMARY

| ITEMS | NUMBER OF RESPONSES AND PERCENTAGES | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1st Phase (Total 123) | | 2nd Phase (Total 84) | | 3rd Phase (Total 147) | | TOTAL (Total 354) | |
| **PRIMARY LANGUAGE - HOME** | | | | | | | | |
| English | 122 | 99.2 | 65 | 77.4 | 131 | 89.1 | 318 | 89.8 |
| SPANISH | 1 | .8 | 16 | 19.1 | 1 | .7 | 18 | 5.1 |
| OTHER | --- | ---- | 3 | 3.6 | 15 | 10.2 | 18 | 5.1 |
| **RACE** | | | | | | | | |
| Negro | 121 | 98.4 | 61 | 72.6 | 138 | 93.9 | 320 | 90.4 |
| White | 2 | 1.6 | 19 | 22.6 | 0 | .0 | 21 | 5.9 |
| Other | - - | - - | 4 | 4.8 | 9 | 6.0 | 13 | 3.8 |
| **FAMILY INCOME** | | | | | | | | |
| 0 - 1,999 | 22 | 17.9 | 20 | 23.8 | 12 | 8.0 | 54 | 15.3 |
| 2,000 - 2,999 | 14 | 11.4 | 13 | 15.5 | 15 | 10.2 | 42 | 11.9 |
| 3,000 - 3,999 | 14 | 11.4 | 10 | 11.9 | 10 | 6.8 | 34 | 9.6 |
| 4,000 - 5,999 | 18 | 14.6 | 7 | 8.3 | 5 | 3.4 | 30 | 8.5 |
| 6,000 - or more | 17 | 13.8 | 8 | 9.5 | 30 | 20.4 | 55 | 15.5 |
| Public Assistance | 21 | 17.1 | 1 | 1.2 | 6 | 4.0 | 28 | 7.9 |
| Unknown | 38 | 28.4 | 25 | 29.8 | 69 | 46.7 | 132 | 37.3 |
| **TRAINEE INCOME** | | | | | | | | |
| 0 - 1,999 | 28 | 22.8 | 17 | 20.2 | 26 | 17.6 | 71 | 20.1 |
| 2,000- 2,999 | 16 | 13.0 | 13 | 15.5 | 10 | 6.8 | 39 | 11.0 |
| 3,000- 3,999 | 12 | 9.7 | 3 | 3.6 | 11 | 7.4 | 26 | 7.4 |
| 4,000- 5,999 | 11 | 9.0 | 11 | 13.1 | 13 | 8.7 | 35 | 9.9 |
| Public Assistance | 9 | 7.3 | 1 | 1.2 | 3 | 2.0 | 13 | 3.8 |
| UNKNOWN | 55 | 44.7 | 18 | 21.4 | 62 | 42.0 | 135 | 38.1 |
| NONE | -- | -- - | .10 | 11.9 | 13 | 8.7 | 23 | 6.5 |
| **INTRODUCTION TO AAE** | | | | | | | | |
| AAE Recruiter | 36 | 29.2 | 20 | 23.8 | 50 | 34.0 | 106 | 29.9 |
| Friend | 57 | 46.3 | 45 | 53.6 | 60 | 40.8 | 162 | 45.8 |
| OIC Student | 11 | 9.0 | 12 | 14.3 | 19 | 12.9 | 42 | 11.9 |
| Radio, T.V., Paper | 10 | 8.1 | 1 | 1.2 | 5 | 3.4 | 16 | 4.5 |
| Church | 3 | 2.4 | 3 | 3.6 | 6 | 4.0 | 12 | 3.4 |
| Other | 6 | 4.9 | 3 | 3.6 | 7 | 4.7 | 16 | 4.5 |
| **REASON FOR PARTICIPATION** | | | | | | | | |
| Secure Employment | 18 | 14.7 | 9 | 10.7 | 14 | 9.6 | 41 | 11.6 |
| Better Employment | 44 | 35.8 | 12 | 14.3 | 21 | 14.2 | 77 | 21.8 |
| To Meet People | 5 | 4.1 | 8 | 9.5 | 6 | 4.0 | 19 | 5.4 |

CHART III

## AAE STUDENT STATISTICAL SUMMARY

| ITEMS | NUMBER OF RESPONSES AND PERCENTAGES | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1st Phase (Total 123) | | 2nd Phase (Total 84) | | 3rd Phase (Total 147) | | TOTAL (Total 354) | |
| **REASON FOR PARTICIPATION** | | | | | | | | |
| To Enter OIC | 32 | 26.0 | 4 | 4.8 | 17 | 11.5 | 53 | 15.0 |
| Self-Improvement | 13 | 10.6 | 48 | 57.1 | 79 | 53.7 | 140 | 39.6 |
| Unknown | 11 | 9.0 | 3 | 3.6 | 10 | 6.8 | 24 | 6.8 |
| **TRAINEE POSITION IN HOME** | | | | | | | | |
| Primary Wage Earner | 36 | 29.3 | 25 | 29.8 | 32 | 21.8 | 103 | 29.1 |
| Lives Alone | 8 | 6.5 | 10 | 11.9 | 9 | 6.0 | 27 | 7.6 |
| Head of Household | 27 | 22.0 | 6 | 7.1 | 22 | 14.8 | 55 | 15.5 |
| Member of Family | 17 | 13.8 | 19 | 22.6 | 10 | 6.8 | 46 | 13.0 |
| Unknown or Other | 35 | 28.5 | 23 | 27.4 | 74 | 50.4 | 132 | 37.3 |

OPPORTUNITIES INDUSTRIALIZATION CENTER, INC.
ADULT ARMCHAIR EDUCATION PROGRAM

CHART IV

## INTRODUCTION TO AAE

| | 1st PHASE | | 2nd PHASE | | 3rd PHASE | | TOTAL | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| AAE RECRUITER | 36 | 29.2 | 20 | 23.7 | 30 | 34.0 | 106 | 29.9 |
| FRIEND | 57 | 46.3 | 45 | 53.4 | 60 | 40.0 | 162 | 45.8 |
| OIC STUDENT | 11 | 9.0 | 12 | 14.2 | 19 | 12.9 | 42 | 11.6 |
| RADIO, T.V. & PAPER | 10 | 8.1 | 1 | 1.2 | 5 | 3.4 | 16 | 4.6 |
| CHURCH | 3 | 2.4 | 3 | 3.5 | 6 | 4.0 | 12 | 3.5 |
| OTHER | 6 | 4.9 | 3 | 3.5 | 7 | 4.7 | 16 | 4.6 |

OPPORTUNITIES INDUSTRIALIZATION CENTER, INC.
ADULT ARMCHAIR EDUCATION PROGRAM

CHART V

## AAE CLASS ATTENDANCE SUMMARY

### PHASE I

| WEEK | HOMES ACTIVE | TRAINEES ATTENDING | AVERAGE CLASS ATTENDANCE |
|---|---|---|---|
| 1 | 15 | 136 | 9.0 |
| 2 | 15 | 133 | 8.9 |
| 3 | 15 | 120 | 8.0 |
| 4 | 17 | 153 | 9.0 |
| 5 | 17 | 146 | 8.5 |
| 6 | 17 | 128 | 7.5 |
| 7 | 21 | 164 | 7.9 |
| 8 | 21 | 154 | 7.5 |
| 9 | 22 | 194 | 8.8 |
| 10 | 22 | 184 | 8.3 |

### PHASE II

| | | | |
|---|---|---|---|
| 1 | 16 | 91 | 5.7 |
| 2 | 17 | 87 | 5.1 |
| 3 | 18 | 108 | 6.0 |
| 4 | 20 | 156 | 7.4 |
| 5 | 20 | 130 | 6.5 |
| 6 | 24 | 216 | 9.0 |
| 7 | 26 | 190 | 7.3 |
| 8 | 28 | 171 | 6.1 |
| 9 | 30 | 210 | 7.0 |
| 10 | 30 | 208 | 6.9 |

### PHASE III

| | | | |
|---|---|---|---|
| 1 | 16 | 89 | 5.6 |
| 2 | 20 | 97 | 5.1 |
| 3 | 23 | 152 | 6.5 |
| 4 | 23 | 182 | 7.9 |
| 5 | 24 | 209 | 8.8 |
| 6 | 24 | 197 | 8.0 |
| 7 | 24 | 200 | 8.1 |
| 8 | 24 | 215 | 9.0 |
| 9 | 25 | 221 | 8.8 |
| 10 | 25 | 181 | 7.2 |

OPPORTUNITIES INDUSTRIALIZATION CENTER, INC.
ADULT ARMCHAIR EDUCATION PROGRAM

CHART VI

## MOTIVATION FOR ADDITIONAL TRAINING

| REFERRAL AREAS | REFERRAL REQUEST | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1st PHASE | | 2nd PHASE | | 3rd PHASE | | TOTAL | |
| OIC ENTRANCE | 83 | 33.2 | 71 | 31.4 | 64 | 37.3 | 218 | 34.0 |
| NEXT PHASE OF AAE | 75 | 30.0 | 96 | 42.4 | 56 | 33.0 | 227 | 35.1 |
| GED CLASS | 26 | 10.4 | 9 | 3.9 | 38 | 22.0 | 73 | 12.1 |
| MODERN MATH | 23 | 9.2 | 24 | 10.6 | 2 | 1.2 | 49 | 7.0 |
| SEWING CLASS | 25 | 10.0 | 0 | .0 | 10 | 5.9 | 35 | 5.3 |
| AAE LEADERSHIP HOME | 10 | 4.0 | 24 | 10.6 | 0 | 0 | 34 | 4.9 |
| CIVIL SERVICE CLASS | 5 | 2.0 | 1 | .4 | 0 | .0 | 6 | .81 |
| TYPING CLASS | 2 | .8 | 1 | .4 | 0 | .0 | 3 | .42 |
| TOTAL | 249 | - | 226 | - | 170 | - | 645 | - |

72% Motivated for additional training
Total Actively attending - 892
Total Motivated 645

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on Adult Education